

# **External Review Team Process**

## **Office of Federal and State Accountability**

### **Division of Accountability**



### **FOCUSED SCHOOL RENEWAL PLAN (FSRP)**

#### **Revised for School Year 2008-09**

#### **Revisions Included**

School: Fairfield Middle

District: Fairfield County

Principal: Leevette E. Malloy

Superintendent: Samantha Ingram

## **FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation**

### **Rationale**

**Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.**

This section of the Fairfield Middle School Focused School Renewal Plan provides the school characteristics, student and community demographic data, the 2008-2009 Focused School Renewal Plan goals, the rationale for the 2008-2009 Focused School Renewal Plan goals, and the expected outcomes.

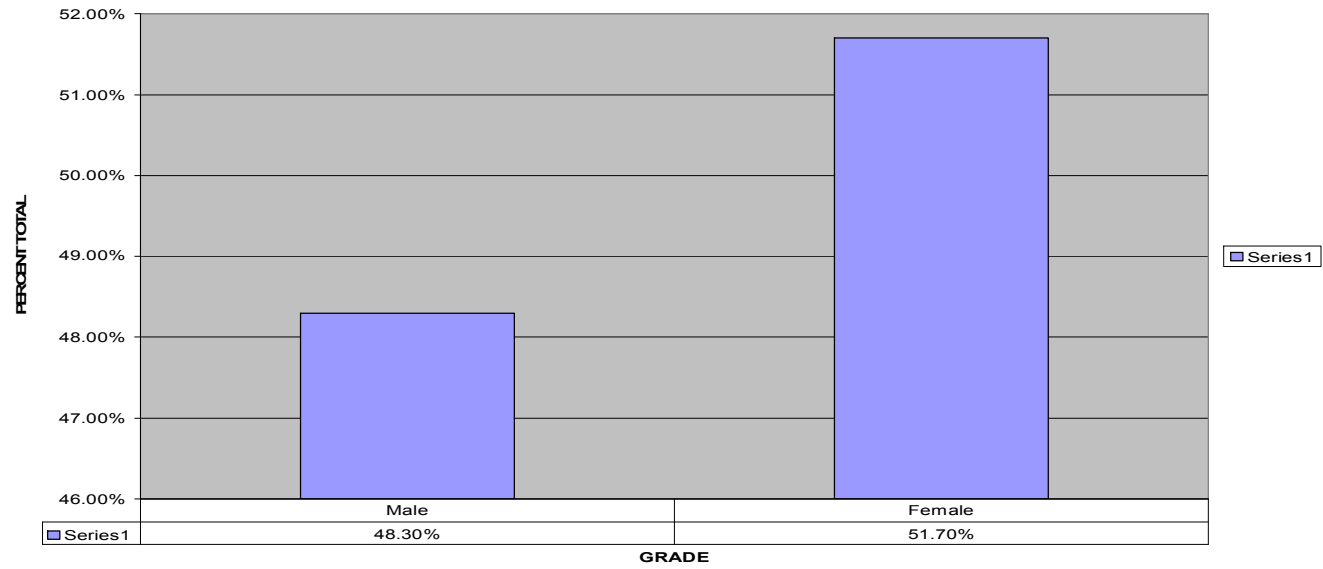
Fairfield Middle School is a public, rural middle school located in Fairfield County. The school serves five feeder elementary schools and is the only middle school in the district. During the summer of 1985, the Winnsboro High School facility was re-named and became Fairfield Middle School. The middle school is located on the site adjacent to the highway and directly across the street from a Wal-Mart, a church, and an apartment complex. The attendance area encompasses the entire county. This includes both rural and city neighborhoods, mobile home parks, a small medical facility, and manufacturing plants.

Fairfield Middle School serves a predominantly rural community characterized by manufacturing and retail businesses. The business community strongly supports the school by donating money, coupons, and giveaway prizes; and by providing facilities and supplies.

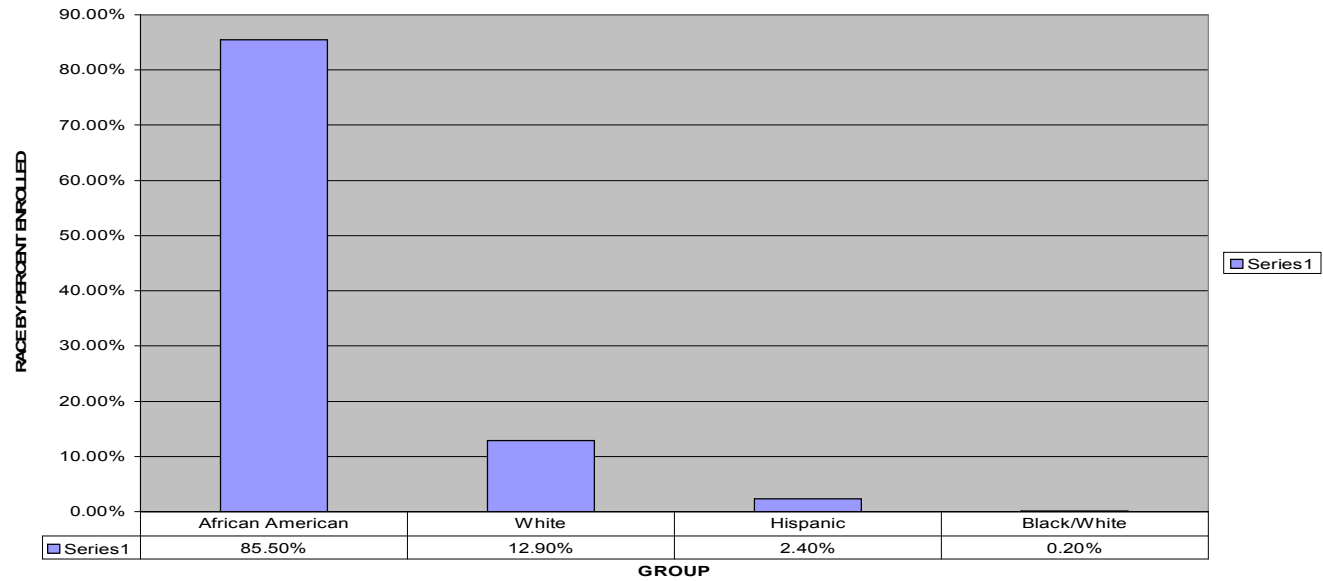
Fairfield Middle School is a recipient of the 2007-2008 Safe Routes to School grant, which will begin implementation during the 2008-2009 school year. This grant will allow the school to enhance walking and bicycling to school.

The total enrollment of Fairfield Middle School is 464 students. The racial/ethnic composition is: Black - 392 students; Hispanic - 11 students; Black/White - 1 student; and White - 60 students. Fairfield Middle School, having a poverty index of 52.0% of the families living below the poverty level, operates under a district-wide school lunch program in which 380 students receive subsidized meals. The student body consists of (244) 7<sup>th</sup> graders and (220) 8<sup>th</sup> graders. In addition, 48.3% of the student population is male and 51.7% is female while 84.5% is Black, 2.4% is Hispanic; 0.2% is Black/White, and 12.9% is White. The faculty and staff of Fairfield Middle School, consisting of 39 teachers, 1 ESOL teacher, 2 computer lab monitors, 3 administrators, 3 guidance counselors (which includes 1 Career Development Facilitator), 1 social worker, 1 mental health counselor, 1 speech pathologist, 1 nurse, 2 security guards, 1 school resource officer, 7 support staff, 4 custodians, and 6 cafeteria workers is a diverse group of individuals dedicated to the education and training of those served by the school – its students. The school uses the team method in which all students are grouped on four member teams in all four core areas.

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**DIVERSITY**



## Summary of Process

During the 2007-2008 school year, the process used to develop the Focused School Renewal Plan for the 2008-2009 school year consisted of the School Leadership Team meeting along with the External Review Team Liaison to determine which group of students could provide the school with the largest gains as it relates to the school report card rating. The persons involved were the assistant principals, teacher specialists for English Language Arts and Mathematics, literacy coach, and district Measures of Academic Progress (MAP) coordinator. Dialogue between the principal and assistant superintendents was given through e-mails and phone calls. We manipulated the numbers based on 20% of students moving, 30% of students moving, and finally 50% of students moving in certain categories. We also examined the last results of the Measures of Academic Progress (Spring, 2008) to determine how students performed. After examining the PACT data for our current students as well as the rising 6th graders, we plugged in the numbers to calculate the absolute rating. After plugging in the numbers based on the percentages listed above, we agreed that moving 50% of students from below basic one to below basic two and 50% of below basic two to basic would increase our rating to a 2.6. We realize that for the 2007-2008 school year, the school would need a 2.7 absolute rating to meet expected progress. However, for the 2008-2009 school year, the absolute rating would need to be 2.8 or higher with 25% of each subject being calculated into the formula. If we were to move our percentages for Mathematics, Science, and English Language Arts any higher, the goal may be too lofty. Therefore, the school is aiming to meet the established goals while also planning to move students from the basic level to the proficient level which would increase the absolute rating.

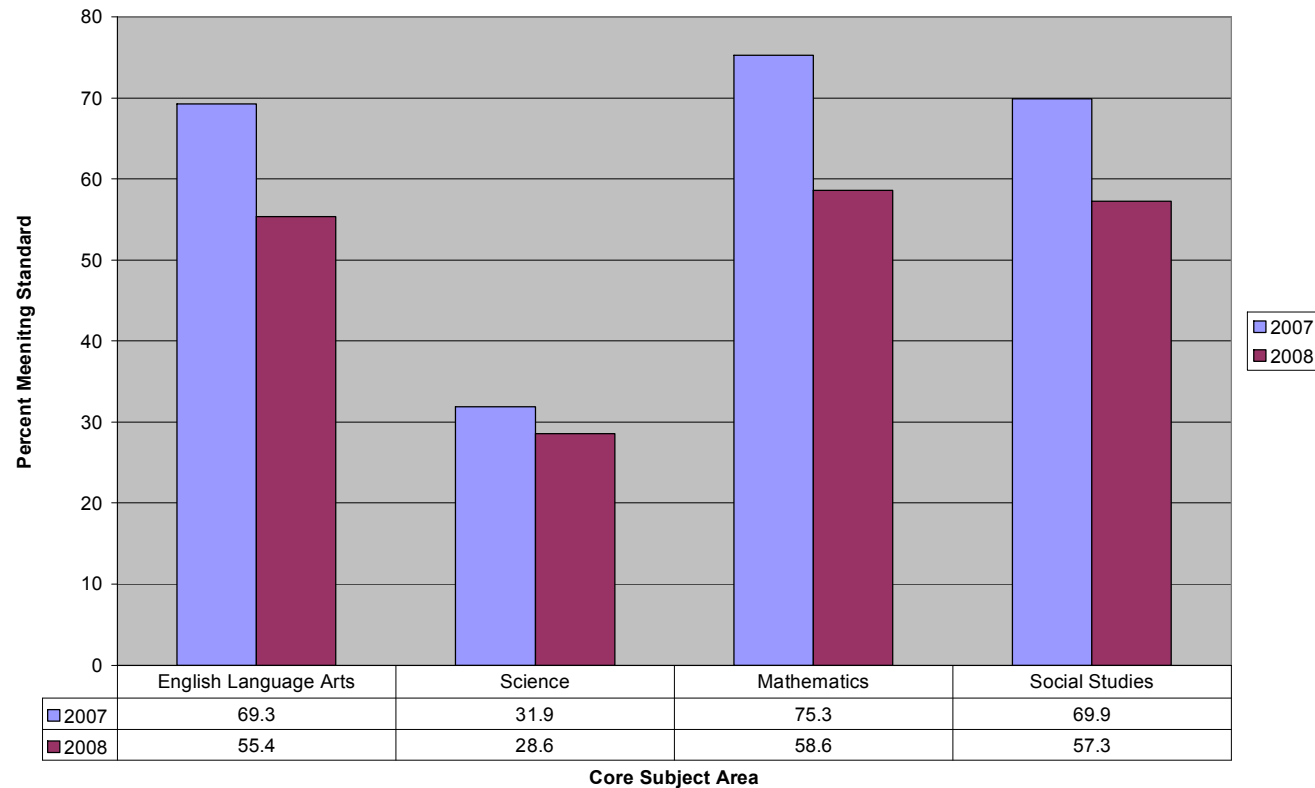
During the 2008-2009 school year, the School Curriculum Leadership Team followed the following process, when applicable, which includes but is not limited to the following: conducted team meetings at designated times; reviewed data and revised/developed performance goals, data sources, overall measures, strategies, activities, timeline, person responsible, estimated cost, funding source, and indicators of implementation; researched effective instructional strategies; reviewed lesson plans; observed teachers; and developed testing schedules. The School Curriculum Leadership Team reviewed the findings of the 2008-2009 External Review Team Confirmation Committee report. The comments that would help improve student performance were reviewed and prioritized in correlation with the needs assessment to determine the order of implementation in the Focused School Renewal Plan and the estimated cost and funding source. After analyzing state and local data and the 2008-2009 External Review Team Confirmation Committee's comments that would improve student performance, the School Curriculum Leadership Team determined the needs of Fairfield Middle School and revised/developed the Focused School Renewal Plan indicating the target growth for the 2009 data.

This critical review and analysis of data such as PACT (English Language Arts, Mathematics, Science, and Social Studies) and End of Course (EOC) test were used to determine goals that will allow the students of Fairfield Middle School to make a significant achievement this school year and in the future. After the review, the consensus was that we focus on improving English Language Arts, Mathematics, and Science by utilizing the target growth through the RIT band score on the MAP test.

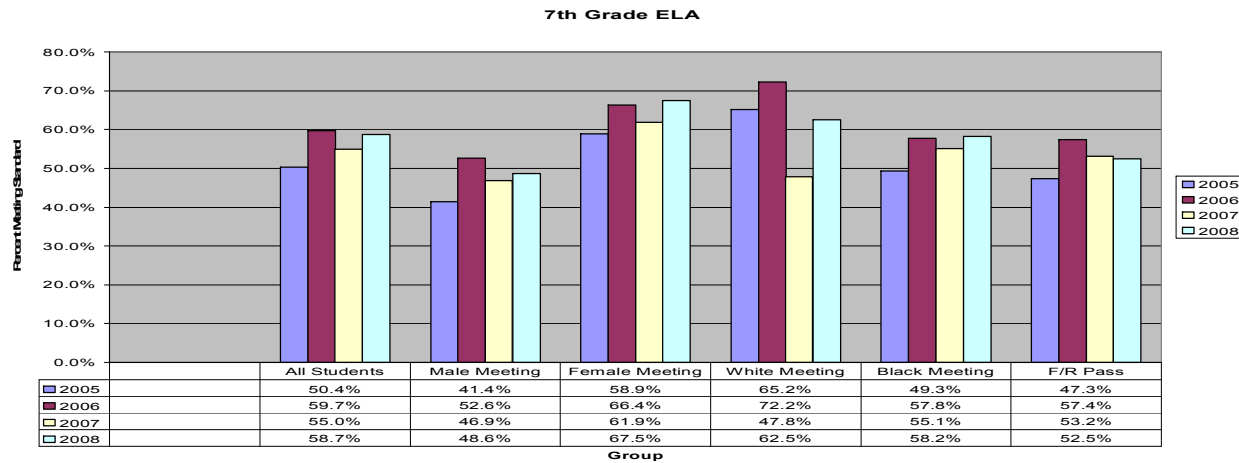
## Summary of Data use for Identification of Goals

The statewide assessment data collected included PACT performance. In 2007 in English Language Arts, the sixth grade students across the district scored as follows: 30.7% scored Below Basic and 69.3% scored Basic or above. In 2008, the sixth grade students scored as follows: 45.6% scored Below Basic and 54.4% scored Basic or above. In 2007 in Mathematics the sixth grade students across the district scored as follows: 24.7% scored Below Basic and 75.3% scored Basic or above. In 2008, the sixth grade students scored as follows: 41.4% scored Below Basic and 58.6% scored Basic or above. In 2007 in Science, the sixth grade students across the district scored as follows: 68.1% scored Below Basic and 31.9% scored Basic or above. In 2008, the sixth grade students scored as follows: 71.4% scored Below Basic and 28.6% scored Basic or above. In 2007 in Social Studies, the sixth grade students across the district scored as follows: 30.1% scored Below Basic and 69.9% scored Basic or above. In 2008, the sixth grade students scored as follows: 42.7% scored Below Basic and 57.3% scored Basic or above. When closely examining the past two years, the data reveals the rate decreased more significantly from the previous year of 2007 to 2008 for the sixth grade population of students across the district.

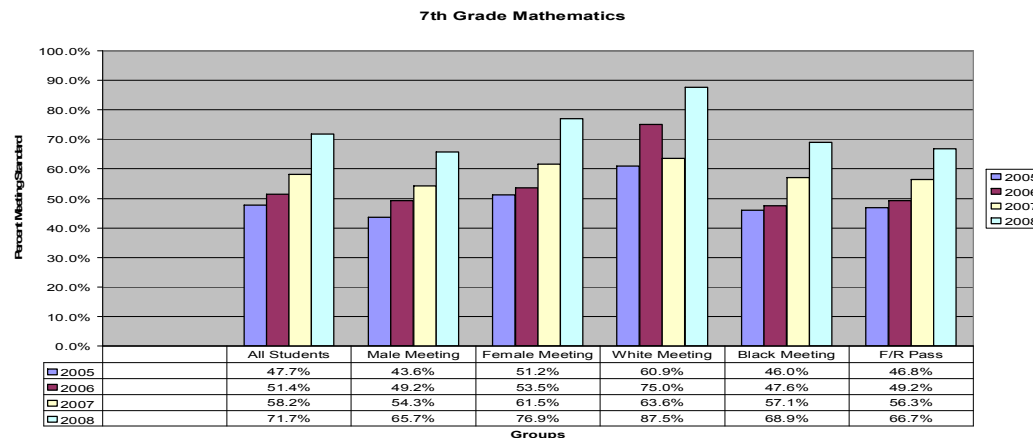
**6th Grade District PACT Performance**



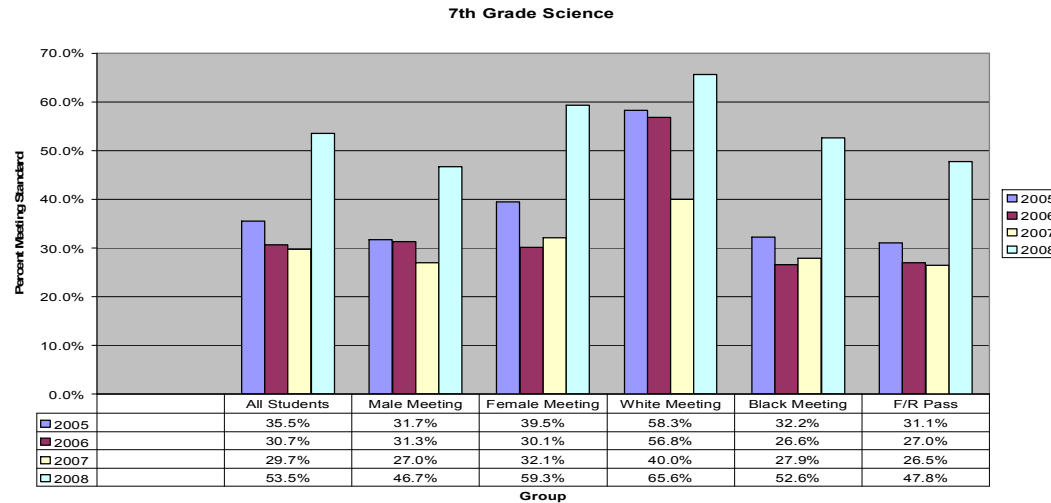
In 2005 in English Language Arts, a total of 236 seventh graders were tested. Of all students, 49.6% scored Below Basic; 42.4% scored Basic; and 8.1% scored Proficient. Of the 236 tested, 50.4% met the standard. In 2006 English Language Arts, a total of 236 seventh graders were tested of which 40.3 % scored Below Basic; 47.9 % scored Basic; and 11.9% scored Proficient. All total, 59.7% met the standard. In 2007 in English Language Arts, a total of 240 seventh graders were tested. Of all students, 45% scored Below Basic; 38.8 scored Basic; 15.4% scored Proficient and 0.8% scored Advanced. Of the 240 students tested, 55% met standard. In 2008 in English Language Arts, a total of 230 seventh graders were tested. Of all students, 41.3% scored Below Basic; 43% scored Basic; 14.8% scored Proficient; and 0.9% scored Advanced. Of the 230 tested, 58.7% met the standard.



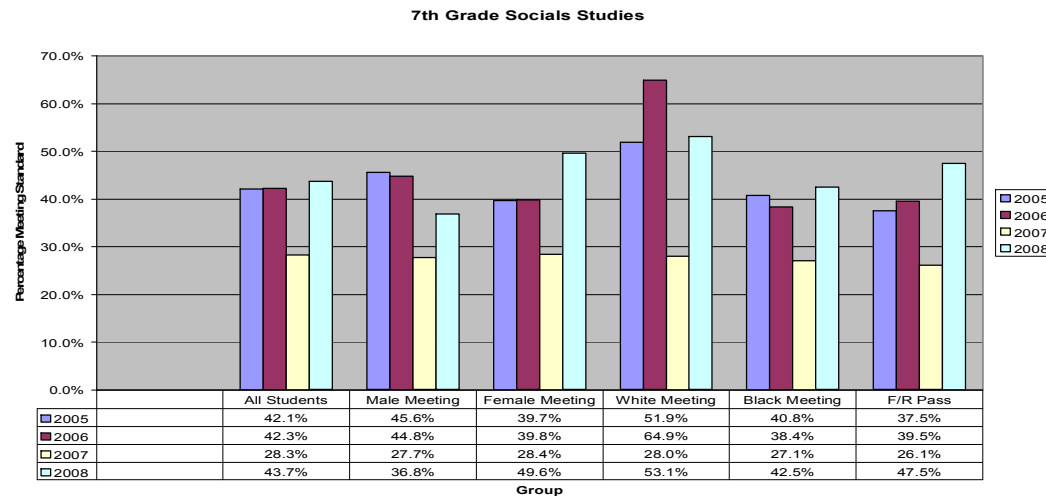
In 2005 in Mathematic, a total of 241 seventh graders were tested. Of all students, 52.3% scored Below Basic; 33.2% scored Basic; 12% scored Proficient and 2.5% scored Advanced. Of the 241 tested, 47.7% met the standard. In 2006 Mathematics, a total of 249 seventh graders were tested of which 48.6 % scored Below Basic; 40.2 % scored Basic; 10% scored Proficient and 1.2% scored Advanced. All total, 51.4% met the standard. In 2007 in Mathematics, a total of 239 seventh graders were tested. Of all students, 41.8% scored Below Basic; 42.7 scored Basic; 12.6% scored Proficient and 2.9% scored Advanced. Of the 239 students tested, 58.2% met standard. In 2008 in Mathematics, a total of 226 seventh graders were tested. Of all students, 28.3% scored Below Basic; 51.3% scored Basic; 10.6% scored Proficient; and 9.7% scored Advanced. Of the 226 tested, 71.7% met the standard.



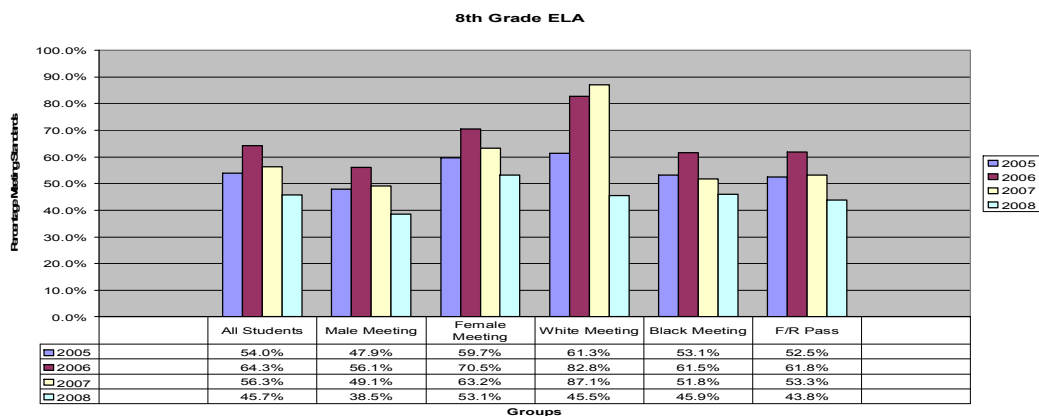
In 2005 in Science, a total of 245 seventh graders were tested. Of all students, 64.5% scored Below Basic; 31% scored Basic; and 4.5% scored Proficient. Of the 245 tested, 35.5% met the standard. In 2006 Science, a total of 267 seventh graders were tested of which 69.3 % scored Below Basic; 22.8 % scored Basic; 7.5% scored Proficient and 0.4% scored Advanced. All total, 30.7% met the standard. In 2007 in Science, a total of 276 seventh graders were tested. Of all students, 70.3% scored Below Basic; 23.9% scored Basic; 4.3% scored Proficient and 1.4% scored Advanced. Of the 276 students tested, 29.7% met standard. In 2008 in Science, a total of 230 seventh graders were tested. Of all students, 46.5% scored Below Basic; 39.1% scored Basic; 7.0% scored Proficient; and 7.4% scored Advanced. Of the 230 tested, 53.5% met the standard.



In 2005 in Social Studies, a total of 254 seventh graders were tested. Of all students, 57.9% scored Below Basic; 33.9% scored Basic; 6.3% scored Proficient and 2% Advanced. Of the 254 tested, 42.1% met the standard. In 2006 Social Studies, a total of 267 seventh graders were tested of which 57.7 % scored Below Basic; 33.3 % scored Basic; 5.2% scored Proficient and 3.7% scored Advanced. All total, 42.3% met the standard. In 2007 in Social Studies, a total of 276 seventh graders were tested. Of all students, 71.7% scored Below Basic; 20.7% scored Basic; 4% scored Proficient and 3.6% scored Advanced. Of the 219 students tested, 53.9% met standard. In 2008 in Social Studies, a total of 229 seventh graders were tested. Of all students, 56.3% scored Below Basic; 29.3% scored Basic; 6.1% scored Proficient; and 8.3% scored Advanced. Of the 229 tested, 43.7% met the standard.

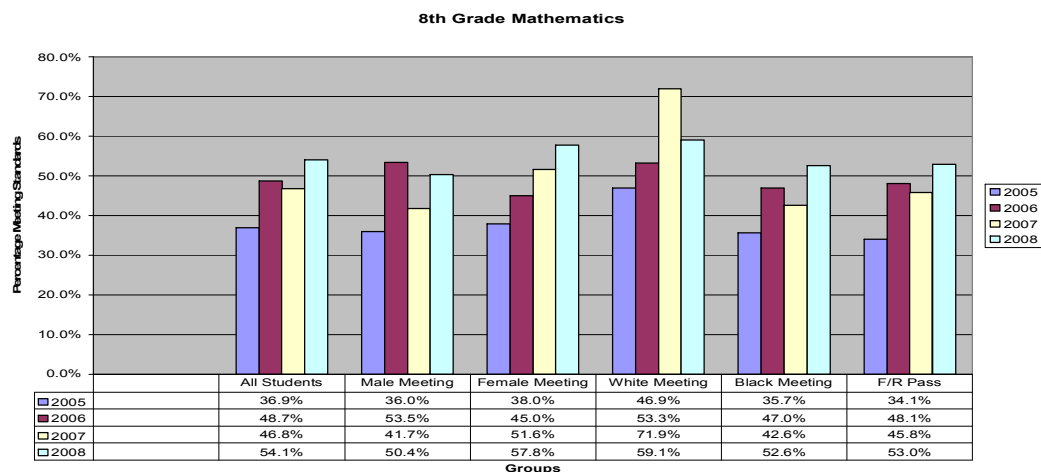


In 2005 in English Language Arts, a total of 261 Eight graders were tested. Of all students, 46% scored Below Basic; 40.2% scored Basic; and 11.9% scored Proficient and 1.9% Advanced. Of the 261 tested, 54% met the standard. In 2006 English Language Arts, a total of 227 eight graders were tested of which 35.7 % scored Below Basic; 48.9 % scored Basic; 14.1% scored Proficient and 1.3% scored Advanced. All total, 64.3% met the standard. In 2007 in English Language Arts, a total of 229 eight graders were tested. Of all students, 43.7% scored Below Basic; 45.4% scored Basic; 10.4% scored Proficient and 0.4% scored Advanced. Of the 229 students tested, 56.3% met standard. In 2008 in English Language Arts, a total of 258 eight graders were tested. Of all students, 54.5% scored Below Basic; 36.4% scored Basic; 8.9% scored Proficient; and 0.4% scored Advanced. Of the 258 tested, 45.7% met the standard.

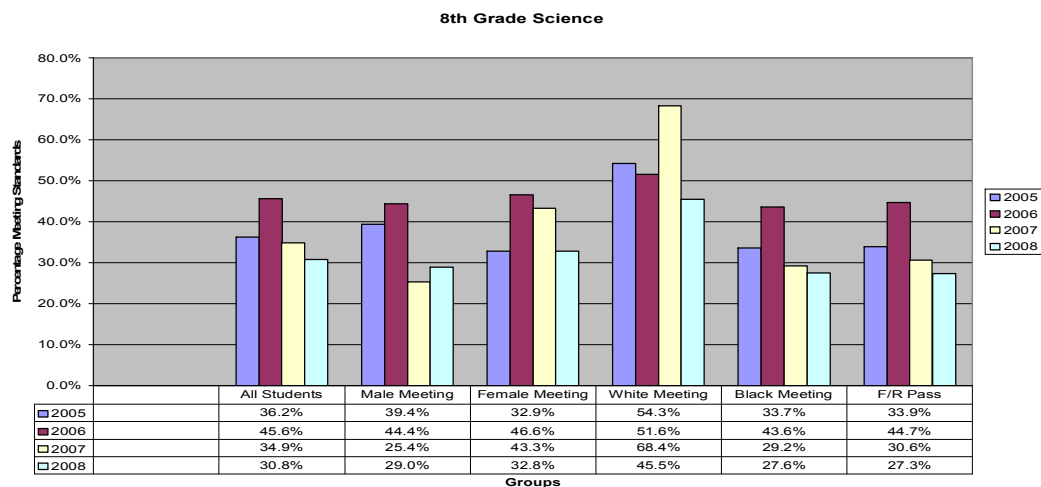


In 2005 in Mathematic, a total of 268 eight graders were tested. Of all students, 63.1% scored Below Basic; 29.5% scored Basic; 6% scored Proficient and 1.5% scored Advanced. Of the 268 tested, 36.9% met the standard. In 2006 Mathematics, a total of 234 eight graders were tested of which 51.3 % scored Below Basic; 44.4 % scored Basic; 4.3% and scored Proficient. All total, 48.7% met the standard. In 2007 in Mathematics, a total of 237 eight graders were tested. Of all students, 53.2% scored Below Basic; 42.2% scored Basic; and 4.6% scored Proficient. Of the 237 students tested, 58.2% met standard. In 2008 in Mathematics, a total of 257 eight graders were tested. Of all students, 45.9% scored Below Basic; 46.7% scored Basic; 5.4% scored Proficient; and 1.9% scored Advanced. Of the 257 tested, 54.1% met the standard.



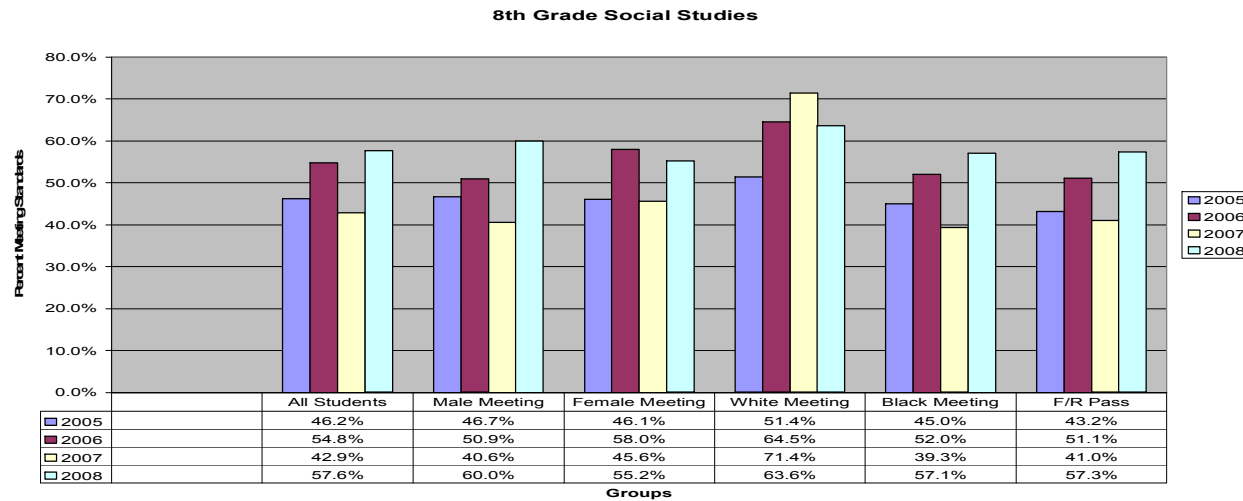


In 2005 in Science, a total of 290 eight graders were tested. Of all students, 63.8% scored Below Basic; 26.9% scored Basic; 4.8% scored Proficient and 4.5 Advanced. Of the 290 tested, 36.2% met the standard. In 2006 Science, a total of 239 eight graders were tested of which 54.4 % scored Below Basic; 40.6 % scored Basic; 4.6% scored Proficient and 0.4% scored Advanced. All total, 45.6% met the standard. In 2007 in Science, a total of 126 eight graders were tested. Of all students, 65.1% scored Below Basic; 30.2% scored Basic; 3.2% scored Proficient and 1.6% scored Advanced. Of the 126 students tested, 34.9% met standard. In 2008 in Science, a total of 130 eight graders were tested. Of all students, 69.2% scored Below Basic; 22.3% scored Basic; 4.6% scored Proficient; and 3.8% scored Advanced. Of the 130 tested, 30.8% met the standard.



In 2005 in Social Studies, a total of 290 eighth graders were tested. Of all students, 53.8% scored Below Basic; 30% scored Basic; 8.6% scored Proficient and 7.6% Advanced. Of the 290 tested, 46.2% met the standard. In 2006 Social Studies, a total of 239 eight graders were tested of which 45.2 % scored Below Basic; 32.6 % scored Basic; 13.8% scored Proficient and 8.4% scored Advanced. All total, 54.8% met the standard. In 2007 in Social Studies, a total of 126 eighth graders were tested. Of all students, 57.1% scored Below Basic; 35.7% scored Basic; 3.2% scored Proficient and 4% scored Advanced. Of the 126 students tested, 42.9% met standard. In 2008 in Social Studies, a total of 132 eighth

graders were tested. Of all students, 42.4% scored Below Basic; 47.0% scored Basic; 8.3% scored Proficient; and 2.3% scored Advanced. Of the 132 tested, 57.6% met the standard.



## Narrative for Selective Goals

Fairfield Middle School has specifically chosen goals that will allow our students to make significant academic achievement this school year and in the future. Because the chosen goals are attainable and directly linked to student achievement, they will enable the school to meet expected progress as it pertains to Federal No Child Left Behind Act of 2001 and the Adequate Yearly Progress State Report Card. The goals provide strategies that will improve the percentage of students meeting and/or exceeding standard on the state standards-based assessment, which will ensure the overall success for all students.

After analyzing national and state data and parent, student, and teacher surveys, and the 2007-2008 and the 2008-2009 External Review Team Confirmation Committee's comments that would improve student performance, the School Leadership Team determined the needs of Fairfield Middle School and developed the Focused School Renewal Plan indicating the target growth for the 2009 data. This critical review and analysis of data such as PACT results for English Language Arts, Mathematics, Science, Social Studies and EOC tests were used to determine goals that will allow the students of Fairfield Middle School to make a significant achievement this school year and in the future.

During the 2008-2009 school year, the School Curriculum Leadership Team reviewed with the faculty and staff the findings of the 2008-2009 External Review Team Confirmation Committee recommendations. After the review, the consensus was that we focus on improving English Language Arts, Mathematics, and Science by utilizing the target growth through the RIT band score on the MAP test.

## School Timeline

**Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:**

July 2008  
August 2008

September 2008

October 2008

- Analyze Spring MAP and PACT data
- Perform the Item Analysis
- Conduct Content Follow-Up Meetings to discuss training and implementation
- Monitor Teacher Data Reports from NWEA
- Assign Mentors to Teachers with Improvement Plans
- Conduct Bi-Weekly Conferences
- Evaluate Assessment Items
- Lesson plans examined and evaluated weekly by designated administrator
- Monthly faculty and staff meeting
- Monthly Bi-Period Meeting for Staff
- Administer the MAP Test
- Identify Lexile Scores
- Schedule Intervention by RIT Bands
- Address Weaknesses for Daily Embedded Intervention
- Lesson plans examined and evaluated weekly by designated administrator
- Monthly Faculty and Staff Meetings (study group book, *Classroom Instruction That Works – Research-Based Strategies for Increasing Student Achievement* by Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock and *Classroom Assessment & Grading that Work* by Robert J. Marzano)
- Bi-Monthly Curriculum Leadership Team Meetings
- Monthly Bi-Period Meeting for Staff
- Monthly Departmental Data Meetings (analysis and review of student data)
- Bi-Weekly Collaborative Departmental Planning Meetings
- Classroom Observations
- Address Weaknesses for Daily Embedded Intervention
- Create Schedule for Modules to be Completed
- District MAP Administrator Provides Overview for Modules (MAP)
- Evaluate Assessment Items
- Lesson plans examined and evaluated weekly by designated administrator
- Monthly Faculty and Staff Meetings ((study group book, *Classroom Instruction That Works – Research-Based Strategies for Increasing Student Achievement* by Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock and *Classroom Assessment & Grading that Work* by Robert J. Marzano)
- Monthly Bi-Period Meeting for Staff
- Bi-Monthly Curriculum Leadership Team Meetings
- Monthly Departmental Data Meetings (analysis and review of student data)
- Bi-Monthly Report Card Data Meeting (Identification of Students in danger of not achieving the 4+ target growth on MAP)
- Bi-Monthly Collaborative Meetings with Curriculum Leadership Team (study group book, *The Results Fieldbook: Practical*

November 2008

*Strategies from Dramatically Improved Schools* by Mike Schmoker)

- Bi-Weekly Collaborative Departmental Planning Meetings
- Classroom Observations
- Address Weaknesses for Daily Embedded Intervention
- Monitor Teacher Data Reports from NWEA
- Conduct Bi-Weekly Conferences
- Evaluate Assessment Items
- Lesson plans examined and evaluated weekly by designated administrator
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December 2008

- Bi-Weekly Collaborative Departmental Planning Meetings
- Classroom Observations
- Address Weaknesses for Daily Embedded Intervention
- Monitor Teacher Data Reports from NWEA
- Conduct Bi-Weekly Conferences
- Evaluate Assessment Items
- Lesson plans examined and evaluated weekly by designated administrator
- Monthly Faculty and Staff Meeting (study group book, *Classroom Instruction That Works – Research-Based Strategies for Increasing Student Achievement* by Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock and *Classroom Assessment & Grading that Work* by Robert J. Marzano)
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## January 2009

- Bi-Weekly Collaborative Departmental Planning Meetings
- Classroom Observations
- Address Weaknesses for Daily Embedded Intervention
- Monitor Teacher Data Reports from NWEA
- Conduct Bi-Weekly Conferences
- Evaluate Assessment Items
- Lesson plans examined and evaluated weekly by designated administrator
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- Bi-Monthly Collaborative Meetings with Curriculum Leadership Team (study group book, *The Results Fieldbook: Practical Strategies from Dramatically Improved Schools* by Mike Schmoker)

## February 2009

- Bi-Weekly Collaborative Departmental Planning Meetings
- Classroom Observations
- Address Weaknesses for Daily Embedded Intervention
- Evaluate Assessment Items
- Lesson plans examined and evaluated weekly by designated administrator
- Monthly Faculty and Staff Meetings (study group book, *Classroom Instruction That Works – Research-Based Strategies for Increasing Student Achievement* by Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock and *Classroom Assessment & Grading that Work* by Robert J. Marzano)
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- Monthly Bi-Period Meeting for Staff
- Monthly Departmental Data Meetings (analysis and review of student data)
- Bi-Monthly Report Card Data Meeting (Identification of Students in danger of not achieving the 4+ target growth on MAP)
- Bi-Monthly Collaborative Meetings with Curriculum Leadership Team (study group book, *The Results Fieldbook: Practical Strategies from Dramatically Improved Schools* by Mike Schmoker)

## March 2009

- Bi-Weekly Collaborative Departmental Planning Meetings
- Classroom Observations
- Address Weaknesses for Daily Embedded Intervention
- Evaluate Assessment Items

April 2009

- Lesson plans examined and evaluated weekly by designated administrator
- Monthly Faculty and Staff Meetings (study group book, *Classroom Instruction That Works – Research-Based Strategies for Increasing Student Achievement* by Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock and *Classroom Assessment & Grading that Work* by Robert J. Marzano)
- Bi-Monthly Curriculum Leadership Team Meetings
- Monthly Bi-Period Meeting for Staff
- Monthly Departmental Data Meetings (analysis and review of student data)
- Bi-Monthly Report Card Data Meeting (Identification of Students in danger of not achieving the 4+ target growth on MAP)
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- Monthly Departmental Data Meetings (analysis and review of student data)
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- Bi-Monthly Collaborative Meetings with Curriculum Leadership Team (study group book, *The Results Fieldbook: Practical Strategies from Dramatically Improved Schools* by Mike Schmoker)

May 2009

- Bi-Weekly Collaborative Departmental Planning Meetings
- Classroom Observations
- Address Weaknesses for Daily Embedded Intervention
- Lesson plans examined and evaluated weekly by designated administrator
- Monthly Faculty and Staff Meeting (study group book, *Classroom Instruction That Works – Research-Based Strategies for Increasing Student Achievement* by Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock and *Classroom Assessment & Grading that Work* by Robert J. Marzano)
- Bi-Monthly Curriculum Leadership Team Meetings
- Monthly Bi-Period Meeting for Staff

- Monthly Departmental Data Meetings (analysis and review of student data)
- Bi-Monthly Report Card Data Meeting (Identification of Students in danger of not achieving the 4+ target growth on MAP)
- Bi-Monthly Collaborative Meetings with Curriculum Leadership Team (study group book, *The Results Fieldbook: Practical Strategies from Dramatically Improved Schools* by Mike Schmoker)
- Bi-Weekly Collaborative Departmental Planning Meetings
- Classroom Observations

**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation  
Student Achievement Focused Goal**

**Focused Goal 1:**

**By April 1, 2009, 50% of the students in both the 7<sup>th</sup> and 8<sup>th</sup> grades tested by Reading test of the Measures of Academic Progress (MAP) will demonstrate a 4-6 points' target growth increase in the RIT band score from the fall MAP test administration to the spring MAP test administration.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Administer the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) to selected students twice during the school year.	Kyle Kallhoff, Assistant Superintendent Miriam Sprott, Testing Coordinator Cheryl Moore-Qualls, Assistant Principal	September, 2008	The MAP tests will be administered to students twice during the school year. The MAP test data will be utilized from the fall and spring administrations in order to identify individual student area(s) needing improvement and to re-teach those specific identified area(s). Cheryl Moore-Qualls is responsible for providing the documentation.
Identify the Lexile scores from students that are two to three grade levels below and provide targeted reading strategies to these students in small groups.	Cynthia George, ELA Chairperson ELA Teachers	September, 2008	The Lexile Scores for students from Fall 2008 MAP and Spring 2009 MAP will be identified in order to target specific reading strategies to assist the targeted students in small group instruction. Cynthia George and the English Language Arts' teachers are responsible for providing the documentation.
Provide built in daily embedded intervention in English Language Arts for students who need academic assistance by continuing to identify 7 <sup>th</sup> grade students who have earned <208 RIT band cut score and 8 <sup>th</sup> grade students who have earned <210 RIT band cut score on MAP (reading) and who are not maintaining a "77" or higher in English Language Arts classes for the 1 <sup>st</sup> -3 <sup>rd</sup> quarters.	Classroom Teachers	September, 2008	A built in daily embedded intervention program for students who need academic assistance in English Language Arts will be provided. Intervention lesson plans, targeted individual student weaknesses, and intervention schedules will be maintained for attendance and active participation to ensure that the identified students are participating and that the target growth increase is achieved. Pre/post test will be administered for baseline data. Cheryl Moore-Qualls and Cynthia George are responsible for providing the documentation.
Conduct Curriculum Leadership Team and Report Card Data Team meetings at least twice monthly to discuss effective instructional strategies to meet gaps in student learning.	Curriculum Leadership Team: C. Fantry, C. George, W. Goines, C. Houk, T. Johnson, L. Malloy, W. McCoy,	September, 2008	The Curriculum Leadership Team and Report Card Data Team meetings will be held at least twice monthly to discuss effective instructional strategies to meet gaps in student learning. Leevette Malloy is responsible for providing the documentation.



	C. Moore-Qualls, D. Outten-Brown, H. Pauling		
Conduct/participate in faculty and staff study group book monthly sessions utilizing, <i>Classroom Instruction That Works – Research-Based Strategies for Increasing Student Achievement</i> by Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock and <i>Classroom Assessment &amp; Grading that Work</i> by Robert J. Marzano and the Curriculum Leadership Team study group book, <i>The Results Fieldbook: Practical Strategies from Dramatically Improved Schools</i> by Mike Schmoker.	Curriculum Leadership Team: C. Fantry, C. George, W. Goines, C. Houk, T. Johnson, L. Malloy, W. McCoy, C. Moore-Qualls, D. Outten-Brown, H. Pauling and Teachers	October, 2008	Faculty and staff study group books will be utilized to promote monthly collaboration that will help teachers plan and implement instructional strategies and approaches effectively to improve student achievement. The group book sessions will be provided for faculty and staff members in the following formats: Faculty Meetings and Curriculum Leadership Team Meetings. Leevette Malloy is responsible for providing the documentation.
Provide on-going professional development on interpreting MAP data and RIT band instruction to effectively implement instructional strategies to meet gaps in student learning.	Assistant Principal for Curriculum and Instruction: Cheryl Moore-Qualls, Teachers	October, 2008	On-going professional development will be provided to faculty and staff on interpreting MAP data and RIT band instruction to effectively implement instructional strategies to meet gaps in student learning and to increase the target growth from the fall to the spring MAP test administration during the Bi-Period, Collaborative Departmental Planning, Curriculum Leadership Team, Departmental Data, Department, Faculty and Staff, and Report Card Data meetings. MAP Fall/Spring Test Scores and teacher data notebooks will be maintained by faculty and staff members in order for teachers to identify the gaps in student learning, to re-teach area(s) needing improvement, and to increase the target growth from the fall to the spring MAP test administration. Agendas/Minutes/Sign-In Sheets will be maintained for attendance, active participation, and teacher collaboration on ensuring that the target growth increase is achieved. Cheryl Moore-Qualls is responsible for providing the documentation.
Conduct/participate in professional development sessions/workshops for hands-on activities that address effective lesson planning, various learning styles, research based instructional strategies (i.e., explicit direct instruction (TAPPLE), revised Bloom's Taxonomy, differentiated instruction, and data review), standards-based assessments/rubrics.	Curriculum Leadership Team: C. Fantry, C. George, W. Goines, C. Houk, T. Johnson, L. Malloy, W. McCoy, C. Moore-Qualls, D. Outten-Brown, H. Pauling and Teachers	November, 2008	Lesson plans will be reviewed weekly by the teacher submitting them to the Assistant Principal for Curriculum and Instruction each Monday by 8:30 a.m., in order to ensure that effective standards-based planning has occurred. Teacher evaluations and observations will be conducted throughout the school-year on a pre-determined rotation schedule in order to ensure that students are receiving standards-based instruction and assessments. Agendas/Minutes for Curriculum Leadership Team Meetings, Departmental Meetings, Faculty and Staff Meetings, Collaborative Departmental Planning Meetings, and School/District-Level In-Service Meetings, which will be held on a pre-determined weekly schedule, will be maintained for attendance, active participation, and teacher collaboration to ensure that the state requirements on the Palmetto Assessment of State Standards' Test (PASS) is achieved. Cheryl Moore-Qualls is responsible for providing the documentation.

Provide celebrations to recognize student achievement from the fall to the spring administration of the MAP benchmark test.	Curriculum Leadership Team: C. Fantry, C. George, W. Goines, C. Houk, T. Johnson, L. Malloy, W. McCoy, C. Moore-Qualls, D. Outten-Brown, H. Pauling	November, 2008	The MAP data celebration to recognize students in grades 7 and 8 who will demonstrate a 4+ points' target growth increase in the mean RIT band score for English Language Arts (Reading) from the fall MAP test administration to the spring MAP test administration will be held. Curriculum Leadership Team: C. Fantry, C. George, W. Goines, C. Houk, T. Johnson, L. Malloy, W. McCoy, C. Moore-Qualls, D. Outten-Brown, H. Pauling, are responsible for providing the documentation.
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**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation  
Student Achievement Focused Goal**

**Focused Goal 2:**

**By April 1, 2009, 50% of the students in both the 7<sup>th</sup> and 8<sup>th</sup> grades tested by Mathematics test of the Measures of Academic Progress (MAP) will demonstrate a 4-6 points' target growth increase in the RIT band score from the fall MAP test administration to the spring MAP test administration**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Administer the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) to selected students twice during the school year.	Kyle Kallhoff, Assistant Superintendent Miriam Sprott, Testing Coordinator Cheryl Moore-Qualls, Assistant Principal	September, 2008	The MAP tests will be administered to students twice during the school year. The MAP test data will be utilized from the fall and spring administrations in order to identify individual student area(s) needing improvement and to re-teach those specific identified area(s). Cheryl Moore-Qualls is responsible for providing the documentation.
Provide built in daily embedded intervention in Mathematics for students who need academic assistance by continuing to identify 7 <sup>th</sup> grade students who have earned <215 RIT band cut score and 8 <sup>th</sup> grade students who have earned <224 RIT band cut score on MAP (Mathematics) and who are not maintaining a "77" or higher in Mathematics classes for the 1 <sup>st</sup> – 3 <sup>rd</sup> quarters.	Classroom Teachers	September, 2008	Built in daily embedded intervention program for students who need academic assistance in Mathematics will be provided. Intervention lesson plans, targeted individual student weaknesses, and intervention schedules will be maintained for attendance and active participation to ensure that the identified students are participating and that the target growth increase is achieved. Pre/post test will be administered for baseline data. Cheryl Moore-Qualls and Wilma McCoy are responsible for the documentation.
Provide on-going professional development on interpreting MAP data and RIT band instruction to effectively implement instructional strategies to meet gaps in student learning.	Assistant Principal for Curriculum and Instruction: Cheryl Moore-Qualls,	October, 2008	On-going professional development will be provided to faculty and staff on interpreting MAP data and RIT band instruction to effectively implement instructional strategies to meet gaps in student learning and to increase the target growth from the fall to the spring MAP test administration during the

	Teachers		Bi-Period, Collaborative Departmental Planning, Curriculum Leadership Team, Departmental Data, Department, Faculty and Staff, and Report Card Data meetings. MAP Fall/Spring Test Scores and teacher data notebooks will be maintained by faculty and staff members in order for teachers to identify the gaps in student learning, to re-teach area(s) needing improvement, and to increase the target growth from the fall to the spring MAP test administration. Agendas/Minutes/Sign-In Sheets will be maintained for attendance, active participation, and teacher collaboration on ensuring that the target growth increase is achieved. Cheryl Moore-Qualls is responsible for providing the documentation.
Conduct Curriculum Leadership Team and Report Card Data Team meetings at least twice monthly to discuss effective instructional strategies to meet gaps in student learning.	Curriculum Leadership Team: C. Fantry, C. George, W. Goines, C. Houk, T. Johnson, L. Malloy, W. McCoy, C. Moore-Qualls, D. Outten-Brown, H. Pauling	September, 2008	The Curriculum Leadership Team and Report Card Data Team meetings will be held at least twice monthly to discuss effective instructional strategies to meet gaps in student learning. Leevette Malloy is responsible for providing the documentation.
Conduct/participate in faculty and staff study group book monthly sessions utilizing, <i>Classroom Instruction That Works – Research-Based Strategies for Increasing Student Achievement</i> by Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock and <i>Classroom Assessment &amp; Grading that Work</i> by Robert J. Marzano and the Curriculum Leadership Team study group book, <i>The Results Fieldbook: Practical Strategies from Dramatically Improved Schools</i> by Mike Schmoker.	Curriculum Leadership Team: C. Fantry, C. George, W. Goines, C. Houk, T. Johnson, L. Malloy, W. McCoy, C. Moore-Qualls, D. Outten-Brown, H. Pauling and Teachers	September, 2008	Faculty and staff study group books will be utilized to promote monthly collaboration that will help teachers plan and implement instructional strategies and approaches effectively to improve student achievement. The group book sessions will be provided for faculty and staff members in the following formats: Faculty Meetings and Curriculum Leadership Team Meetings. Leevette Malloy is responsible for providing the documentation.
Conduct/participate in professional development sessions/workshops for hands-on activities that address effective lesson planning, various learning styles, research based instructional strategies (i.e., explicit direct instruction (TAPPLE), revised Bloom's Taxonomy, differentiated instruction, and data review), standards-based assessments/rubrics.	Curriculum Leadership Team: C. Fantry, C. George, W. Goines, C. Houk, T. Johnson, L. Malloy, W. McCoy, C. Moore-Qualls, D. Outten-Brown, H. Pauling and Teachers	November, 2008	Lesson plans will be reviewed weekly by the teacher submitting them to the Assistant Principal for Curriculum and Instruction each Monday by 8:30 a.m., in order to ensure that effective standards-based planning has occurred. Teacher evaluations and observations will be conducted throughout the school-year on a pre-determined rotation schedule in order to ensure that students are receiving standards-based instruction and assessments. Agendas/Minutes for Curriculum Leadership Team Meetings, Departmental Meetings, Faculty and Staff Meetings, Collaborative Departmental Planning Meetings, and School/District-Level In-Service Meetings, which will be held on a pre-determined weekly schedule, will be maintained for attendance, active participation, and teacher collaboration to ensure that the state requirements on the Palmetto Assessment of State Standards' Test (PASS) is achieved. Cheryl Moore-Qualls is responsible for providing the documentation.

Provide celebrations to recognize student achievement from the fall to the spring administration of the MAP benchmark test.	Curriculum Leadership Team: C. Fantry, C. George, W. Goines, C. Houk, T. Johnson, L. Malloy, W. McCoy, C. Moore-Qualls, D. Outten-Brown, H. Pauling	November, 2008	The MAP data celebration to recognize students in grades 7 and 8 who will demonstrate a 4+ points' target growth increase in the mean RIT band score for Mathematics from the fall MAP test administration to the spring MAP test administration will be held. Curriculum Leadership Team: C. Fantry, C. George, W. Goines, C. Houk, T. Johnson, L. Malloy, W. McCoy, C. Moore-Qualls, D. Outten-Brown, H. Pauling, are responsible for providing the documentation.
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**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation  
Student Achievement Focused Goal**

**Focused Goal 3:**

**By April 1, 2009, 50% of the students in both the 7<sup>th</sup> and 8<sup>th</sup> grades tested by the General Science/Concepts and Processes tests of the Measures of Academic Progress (MAP) will demonstrate a 4-6 points' target growth increase in the RIT band score from the fall MAP test administration to the spring MAP test administration.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Administer the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) to selected students twice during the school year.	Kyle Kallhoff, Assistant Superintendent Miriam Sprott, Testing Coordinator Cheryl Moore-Qualls, Assistant Principal	September, 2008	The MAP tests will be administered to students twice during the school year. The MAP test data will be utilized from the fall and spring administrations in order to identify individual student area(s) needing improvement and to re-teach those specific identified area(s). Cheryl Moore-Qualls is responsible for providing the documentation.

Provide built in daily embedded intervention in Science for students who are not maintaining a "77" or higher in Mathematics classes for the 1 <sup>st</sup> – 3 <sup>rd</sup> quarters.	Classroom Teachers	September, 2008	A built in daily embedded intervention program for students who need academic assistance in Science will be provided. Intervention lesson plans, targeted individual student weaknesses, and intervention schedules will be maintained for attendance and active participation to ensure that the identified students are participating and that the target growth increase is achieved. Pre/post test will be administered for baseline data. Cheryl Moore-Qualls and Carole Houk are responsible for the documentation.
Conduct Curriculum Leadership Team and Report Card Data Team meetings at least twice monthly to discuss effective instructional strategies to meet gaps in student learning.	Curriculum Leadership Team: C. Fantry, C. George, W. Goines, C. Houk, T. Johnson, L. Malloy, W. McCoy, C. Moore-Qualls, D. Outten-Brown, H. Pauling	September, 2008	The Curriculum Leadership Team and Report Card Data Team meetings will be held at least twice monthly to discuss effective instructional strategies to meet gaps in student learning. Leevette Malloy is responsible for providing the documentation.
Conduct/participate in faculty and staff study group book monthly sessions utilizing, <i>Classroom Instruction That Works – Research-Based Strategies for Increasing Student Achievement</i> by Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock and <i>Classroom Assessment &amp; Grading that Work</i> by Robert J. Marzano and the Curriculum Leadership Team study group book, <i>The Results Fieldbook: Practical Strategies from Dramatically Improved Schools</i> by Mike Schmoker.	Curriculum Leadership Team: C. Fantry, C. George, W. Goines, C. Houk, T. Johnson, L. Malloy, W. McCoy, C. Moore-Qualls, D. Outten-Brown, H. Pauling and Teachers	September, 2008	Faculty and staff study group books will be utilized to promote monthly collaboration that will help teachers plan and implement instructional strategies and approaches effectively to improve student achievement. The group book sessions will be provided for faculty and staff members in the following formats: Faculty Meetings and Curriculum Leadership Team Meetings. Leevette Malloy is responsible for providing the documentation.
Provide on-going professional development on interpreting MAP data and RIT band instruction to effectively implement instructional strategies to meet gaps in student learning.	Assistant Principal for Curriculum and Instruction: Cheryl Moore-Qualls, Teachers	October, 2008	On-going professional development will be provided to faculty and staff on interpreting MAP data and RIT band instruction to effectively implement instructional strategies to meet gaps in student learning and to increase the target growth from the fall to the spring MAP test administration during the Bi-Period, Collaborative Departmental Planning, Curriculum Leadership Team, Departmental Data, Department, Faculty and Staff, and Report Card Data meetings. MAP Fall/Spring Test Scores and teacher data notebooks will be maintained by faculty and staff members in order for teachers to identify the gaps in student learning, to re-teach area(s) needing improvement, and to increase the target growth from the fall to the spring MAP test administration. Agendas/Minutes/Sign-In Sheets will be maintained for attendance, active participation, and teacher collaboration on ensuring that the target growth increase is achieved. Cheryl Moore-Qualls is responsible for providing the documentation.
Conduct/participate in professional development sessions/workshops for hands-on activities that address effective lesson planning, various learning styles, research based instructional strategies (i.e., explicit direct instruction (TAPPLE), revised Bloom's Taxonomy, differentiated instruction, and data review), standards-based assessments/rubrics.	Curriculum Leadership Team: C. Fantry, C. George, W. Goines, C. Houk, T. Johnson, L. Malloy, W. McCoy, C. Moore-Qualls, D. Outten-Brown, H. Pauling and Teachers	November, 2008	Lesson plans will be reviewed weekly by the teacher submitting them to the Assistant Principal for Curriculum and Instruction each Monday by 8:30 a.m., in order to ensure that effective standards-based planning has occurred. Teacher evaluations and observations will be conducted throughout the school-year on a pre-determined rotation schedule in order to ensure that students are receiving standards-based instruction and assessments. Agendas/Minutes for Curriculum Leadership Team Meetings, Departmental Meetings, Faculty and Staff Meetings, Collaborative Departmental Planning Meetings, and School/District-Level In-Service Meetings, which will be held on a pre-determined weekly schedule, will be

			maintained for attendance, active participation, and teacher collaboration to ensure that the state requirements on the Palmetto Assessment of State Standards' Test (PASS) is achieved. Cheryl Moore-Qualls is responsible for providing the documentation.
Provide celebrations to recognize student achievement from the fall to the spring administration of the MAP benchmark test.	Curriculum Leadership Team: C. Fantry, C. George, W. Goines, C. Houk, T. Johnson, L. Malloy, W. McCoy, C. Moore-Qualls, D. Outten-Brown, H. Pauling	November, 2008	The MAP data celebration to recognize students in grades 7 and 8 who will demonstrate a 4+ points' target growth increase in the mean RIT band scores for General Science/Concepts and Processes from the fall MAP test administration to the spring MAP test administration will be held. Curriculum Leadership Team: C. Fantry, C. George, W. Goines, C. Houk, T. Johnson, L. Malloy, W. McCoy, C. Moore-Qualls, D. Outten-Brown, H. Pauling, are responsible for providing the documentation.

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Principal's Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused Principal's Instructional Leadership Goal 1:**

**By April 1, 2009, the principal will provide instructional leadership to increase the knowledge and use of teachers and administrators of MAP data that will result in 90% of Fairfield Middle School teachers and administrators completing all NWEA Measures of Academic Progress training modules as measured by NWEA teacher data reports on module completion.**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide overview on the Measures of Academic Progress Modules.	Miriam Sprott, MAP Coordinator	October, 2008	Agendas/Minutes/Sign-in Sheets/Plan-Do-Check-Act Forms for the meeting will be maintained for attendance, active participation, and teacher collaboration on the overview of the MAP Modules. Miriam Sprott is responsible for providing the documentation.
Create a schedule/timeline for modules to be completed by	Leevette Malloy,	October, 2008	A timeline of Scheduled Module Trainings will be completed in order

teachers and administrators.	Principal		to provide professional development to teachers and administrators. Leevette Malloy and Miriam Sprott are responsible for providing the documentation.
Conduct content-area follow-up meetings during collaborative planning meetings on a monthly basis to discuss training.	Leevette Malloy, Principal Department Chairpersons	November, 2008	Agendas/Minutes/Sign-in Sheets/Plan-Do-Check-Act Forms for Collaborative Departmental Planning Meetings, which will be held on a pre-determined monthly schedule, will be maintained for attendance, active participation, and teacher collaboration to ensure that the teacher data reports on the modules are completed. Leevette Malloy is responsible for providing the documentation.
Monitor monthly the Northwest Evaluation Association (NWEA) website for teacher data reports.	Leevette Malloy, Principal	November, 2008	The MAP Reports of Teacher Data Reports will be monitored monthly from the NWEA website. Leevette Malloy and Miriam Sprott are responsible for providing the documentation.

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Principal's Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused Principal's Instructional Leadership Goal 2:**

**By April 1, 2009, the principal will provide instructional leadership that will result in 50% of the students in both the 7<sup>th</sup> and 8<sup>th</sup> grades tested by the English Language Arts (Reading) tests of the Measures of Academic Progress (MAP) demonstrating a 4-6 points' target growth increase in the RIT band scores from the fall MAP test administration to the spring MAP test administration.**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Conduct/participate in faculty and staff study group book monthly sessions utilizing, <i>Classroom Instruction That Works – Research-Based Strategies for Increasing Student Achievement</i> by Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock and <i>Classroom Assessment &amp; Grading that</i>	Curriculum Leadership Team: C. Fantry, C. George, W. Goines, C. Houk, T. Johnson, L. Malloy,	September 2008	Faculty and staff study group books will be utilized to promote monthly collaboration that will help teachers plan and implement instructional strategies and approaches effectively to improve student achievement. The study group sessions will be provided for faculty and staff members in the following formats: Common

Work by Robert J. Marzano and the Curriculum Leadership Team study group book, <i>The Results Fieldbook: Practical Strategies from Dramatically Improved Schools</i> by Mike Schmoker.	W. McCoy, C. Moore-Qualls, D. Outten-Brown, H. Pauling and Teachers		Planning Professional Development Meetings and Curriculum Leadership Team Meetings. Leevette Malloy is responsible for providing the documentation.
Develop and utilize a classroom observation form that provides constructive feedback in areas such as standards-based instruction, instructional strategies, and formative and summative assessments.	Curriculum Leadership Team: C. Fantry, C. George, W. Goines, C. Houk, T. Johnson, L. Malloy, W. McCoy, C. Moore-Qualls, D. Outten-Brown, H. Pauling and Teachers	September, 2008	Observation forms will be utilized during routine classroom observations and evaluations throughout the school year to ensure that effective standards-based planning has occurred and to provide teachers with constructive feedback for improving instructional delivery and student learning. Observation forms will be maintained in a notebook for documentation. Leevette Malloy is responsible for providing the documentation.



Provide opportunities for teachers to conduct observations of master teachers and model lessons that demonstrate best practices in teaching and student learning.	Principal: L. Malloy	September, 2008	Observations of master teachers and model lessons pre/post reflection and feedback forms will be reviewed by the teacher submitting them to the Assistant Principal for Curriculum and Instruction during the week following observation of master teacher and/or model lessons. Leevette Malloy is responsible for providing documentation.
Conduct/participate in professional development sessions/workshops for hands-on activities that address effective lesson planning, various learning styles, research based instructional strategies (i.e., explicit direct instruction (TAPPLE), revised Bloom's Taxonomy, differentiated instruction, and data review), standards-based assessments/rubrics.	Curriculum Leadership Team: C. Fantry, C. George, W. Goines, C. Houk, T. Johnson, L. Malloy, W. McCoy, C. Moore- Qualls, D. Outten- Brown, H. Pauling and Teachers	October, 2008	Lesson plans will be reviewed weekly by the teacher submitting them to the Assistant Principal for Curriculum and Instruction each Monday by 8:30 a.m., in order to ensure that effective standards-based planning has occurred. Teacher evaluations and observations will be conducted throughout the school-year on a pre-determined rotation schedule in order to ensure that the English I students are receiving standards-based instruction and assessments. Agendas/Minutes for Curriculum Leadership Team Meetings, Departmental Meetings, Faculty and Staff Meetings, and School/District-Level In-Service Meetings, which will be held on a pre-determined weekly schedule, will be maintained for attendance, active participation, and teacher collaboration to ensure that the target growth increase is achieved. Cheryl Moore-Qualls is responsible for providing the documentation.

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Administrators’ Instructional Leadership Goal 1:**

**By April 1, 2009, at least 80% of the middle school teachers will demonstrate proficiency in implementing research based strategies based on the work of Robert Marzano will result in 50% of the students in both the 7<sup>th</sup> and 8<sup>th</sup> grades tested by the English Language Arts (Reading) tests of the Measures of Academic Progress (MAP) demonstrating a 4-6 points’ target growth increase in the RIT band score from the fall 2008 MAP test administration to the spring 2009 MAP test administration.**

*(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide district office leadership team visits quarterly.	Kyle Kallhoff, Assistant Superintendent Annie Crandle, Assistant Superintendent	August, 2008	The district office leadership tem will conduct quarterly visits to the classroom to observe the implementation of the nine instructional strategies. The district level leaders will hold a debriefing conference with the teacher and principal to discuss the classroom visit. These visits will be documented on the district observation form. Copies of the district observation form will be stored at the district and school level in a notebook. Annie Crandle is responsible for providing the documentation.
Facilitate and offer ongoing district and job embedded professional development in the use and application of these nine instructional strategies.	LaNisha Tindal, Latrice McGrady, Jackie Gilyard, Andrew Bowers, District Instructional Specialists	August, 2008	Job embedded professional development will be provided to teachers in an effort to ensure the use of these nine instructional strategies. The district level leaders will provide support and feedback through collaborative departmental meetings, and feedback conferences with teachers. Agenda and evaluation feedback forms (plus/deltas) will be will maintained in a notebook for documentation at the district level. Latisha Tindal will be responsible for providing the documentation.
Develop and utilize a district observation form for all middle school teachers that provide instructional feedback on the use and implementation of the nine research based practices in instructional delivery.	Annie Crandle, Assistant Superintendent	September, 2008	Observation forms will be utilized during quarterly classroom observations and evaluations throughout the school year to ensure that evidence of the use of three of the nine effective instructional strategies has occurred and to provide teachers with constructive feedback for improving instructional delivery and student learning. Observation forms will be maintained in a

			notebook for documentation at the district level. Annie Crandle is responsible for providing the documentation.
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**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Administrators’ Instructional Leadership Goal 2:**

**By April 1, 2009, district level leaders will provide instructional leadership that will result in 50% of the students in both the 7<sup>th</sup> and 8<sup>th</sup> grades tested by the English Language Arts (Reading) tests of the Measures of Academic Progress (MAP) demonstrating a 4-6 points’ target growth increase in the RIT band score from the fall 2008 MAP test administration to the spring 2008 MAP test administration.**

*(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide district office leadership team visits quarterly.	Kyle Kallhoff, Assistant Superintendent Annie Crandle, Assistant Superintendent	September, 2008	The district office leadership tem will conduct quarterly visits to the classroom to observe the implementation of the Marzano’s nine instructional strategies. The district level leadership will hold a debriefing conference with the teacher and principal to discuss the classroom visit. These visits will be documented on the district observation form. Copies of the district observation form will be stored at the district and school level in a documentation notebook. Annie Crandle is responsible for providing the documentation.
Offer-district wide and school level professional development on using assessment data to drive instruction using Link-it software.	Kyle Kallhoff, Assistant Superintendent  Miriam Sprott, Coordinator for School/Work	September, 2008	Professional development will focus on the disaggregation of MAP data and nine week assessment data. Teachers will engage in dialogue and training sessions in the use of assessment data to inform the instruction for the classroom. Documentation regarding the use and application of data to inform instruction will be collected in a data notebook by each individual teacher. Kyle Kallhoff is responsible for providing the documentation.
Implement nine-week formative end of quarter tests to measure standards obtained and identify opportunities for improvement.	Kyle Kallhoff, Assistant Superintendent	September, 2008	Nine week formative end of quarter tests will be given each nine weeks to measure the mastery of identified standards. An item analysis of the tests will take place to determine

			specific areas of improvement and to differentiate instruction based on the specific needs of the students. Cynthia George, Wilma McCoy, Carole Houk, Catherine Fantry, Kyle Kallhoff, and Miriam Sprott are responsible for providing the documentation.
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## FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation

### Title and Description of Each Program and Initiative Included in the FSRP

**Give the title and a brief description of each program or initiative that is included in the FSRP.**

***Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)***

Measures of Academic Progress-A computerized benchmark assessment program that diagnoses student weaknesses and provides resources for acceleration.

Lexile Scores-The Measures of Academic Progress determines the reading level of the student. A lexile is a score assigned to a student based on the level of reading.

Intervention-This is a forty minute block of time provided daily for students to address deficiencies in areas of science, math, and ELA.

RIT (Rasch Unit)- This is the number assigned to a student as a score predicting the level that a student is performing.

Training Module-These are lessons specifically designed to train teachers on varied resources located within the Measures of Academic Progress.